LANDAU FORTE ACADEMY GREENACRES

Policy Name	Accessibility Plan
Date of Issue	October 2024
Author	C Poynton
Reviewed by	C Poynton
Date of next review	October 2027

Scope of the policy

This policy applies to Landau Forte Academy Greenacres

Purpose of the policy

The purpose of this plan is to show how Landau Forte Academy Greenacres intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Policy Detail

Definition of disability

Under the Equality Act 2010, a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This definition may include learning difficulties, mental health needs, sensory impairment and long-term health conditions such as asthma, diabetes and epilepsy.

Key Aims

To increase and eventually ensure for pupils with a disability that they have:

- total access to our setting's environment, curriculum and information, and
- full participation in the school community.

Principles

- Compliance with the Equality Act 2010 is consistent with Landau Forte Academy Greenacres' aims, equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act 2010
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

Increasing access for disabled pupils to the school curriculum

At Landau Forte Academy Greenacres, we use our best endeavours to provide high quality teaching that is adapted and personalised to meet the individual needs of children (SEND Code of Practice, 2015).

To achieve this, we:

- have a lead staff member responsible for SEND (Mrs C Poynton);
- use a range of inclusive teaching methods;
- use a range of resources and auxiliary aids to ensure children can be included in the curriculum i.e. ICT, coloured reading overlays, specialist pens and pencils and writing slopes;

- support the inclusion and achievement of children and young people with disabilities, in education, leisure and cultural activities, school visits and after school clubs;
- provide staff training on SEND;
- support children and young people with disabilities with transition, exams and assessments;
- listen to children and young people and involve them and their parents and carers in the review of individual SEND plans;
- meet children and young people's individual needs, including learning, physical and medical needs by working with partner agencies and adopting the 'Graduated Response' of 'assess, plan, do and review' to understand needs;
- set ambitious targets for pupils on a SEND Learning Plan which are reviewed termly with both pupils and parents;
- ensure children's outcomes are addressed and strategies implemented on individual's Education & Health Care Plans (EHCP);
- provide appropriate interventions for pupils on a 1:1 and/or group basis;
- ensure teaching assistants have relevant training to be able to assist the children they support;
- ensure all children with SEND have a voice and are listened to regarding their school life through pupil conversations and questionnaires;
- work with relevant professionals to ensure children's medical and physical needs are met, i.e. the Hearing and Visual Impairment Teams, Autism Inclusion Team, Educational Psychology Service, Speech & Language Service and the Early Years Forum to support pre-school children in nursery.

Improving access to the physical environment of the school

It is Landau Forte Academy Greenacres' duty to make 'reasonable adjustments' to make sure children with disabilities are not discriminated against (Equality Act 2010).

To achieve this, we:

- Endeavour to ensure the school building and facilities are accessible for all i.e. ramps and wide doors and a marked space for car users who need to park close to the building;
- Use suitable resources to meet a pupil's individual needs including sensory needs where appropriate i.e. auxiliary aids such as visual timetables and the use of interactive whiteboards in all classrooms;
- Have toilet facilities suitable for physical and sight impaired users of our school;
- Include the use of physical space to reduce the noise and distractions and providing quiet spaces for time out;
- Follow a pathway for accessing funding for specialist equipment.

Improving the delivery of information to children with disabilities and their parents

To achieve this, we:

- Have an 'Accessibility Plan' and 'SEND Information Report' published on our school website;
- Have a link to the SEND Local offer on our website;
- Use the Graduated Response when meeting the needs of children with SEND, using the 'Assess, Plan, Do, Review' cycle to inform this;
- Review Education & Health Care Plans (yearly) and SEND Learning Plans (termly) with both children and parents;

- Provide both accessible and alternative (where required) information for pupils and parents/carers i.e. large font, coloured paper;
- Send a newsletter home regularly which is also available on the school website;
- ClassDojo is used as a communication program to connect teachers and parents;
- Provide parents' evenings twice yearly;
- Provide information orally when required;
- Provide interpreters and sign language interpreters (where required).

Medical Needs
The Children and Families Act 2014 places a duty on maintained schools and academies to support children and young people with medical conditions. Individual healthcare plans specify the type and level of support required to meet pupil's needs. Where pupils also have SEN, their provision is planned and delivered in a co-ordinated way and we have regard to statutory guidance 'Supporting Pupils with Medical Conditions 2014'.

Financial Planning and control
The Principal, SLT and the finance team will review the financial implications of the accessibility plan as part of the normal budget review process.

Monitoring and Review
It is the duty of the Principal and senior leadership team to ensure all staff promote accessibility and ensure this plan is implemented and adhered to.

Accessibility Plan- Autumn 2024- Autumn 2027
Mrs C Poynton- SENDCo

	Aspect/ Action	Success Criteria	Lead Person	Timescale	Monitoring
Improving the accessibility to the curriculum	Continue to develop mental wellbeing provision. To improve the attainment and participation of pupils with emotional and mental wellbeing difficulties.	-Staff awareness of mental health matters and the impact of mental health on children's access to the curriculum. -Evaluations of the impact of mental health provisions. -Emotional wellbeing register updated regularly to identify children and support put in place in a timely manner. -Pupil Progress meetings to identify need and ensure pupils make good progress. -SENDCo, Family Support Worker and wider staff to work alongside parents and agencies to ensure children are getting the correct support for their needs. -Regular referrals made into Mental Health Support Team.	SENDCo	On-going	-Feedback from staff during staff meetings/Pupil Progress reviews. -Provision Mapping. -Feedback from parents and the children themselves.
	Ensure pupil and school information is understood by staff and appropriate information is available for cover staff.	-Staff are aware of procedures in school. -Staff are aware of expectations of all children. -Pupil Passports are available for SEND and disadvantaged pupils.	Principal, Vice-Principal, SLT	On-going	-Staff to use their handbooks during planning and staff meetings.
	Continue to develop risk assessments for individual, vulnerable children.	-Individual risk assessments to be written by staff for appropriate activities (e.g. off -site residential) and shared with parents. -Risk assessments to be uploaded onto Evolve -Personalised Risk Assessments for individual children in school, where appropriate.	All teaching staff, Office Manager and Site Manager, SENDCo	On-going	-Risk assessments written, used and accessible on Evolve, or in teacher's class files.

Improving the accessibility to the curriculum	PEEPs (Personal Emergency Evacuation Plans) developed for individuals	-Individual PEEPs written for vulnerable children -PEEPs being executed during Fire drills -'Vulnerable' children, in need of a PEEP, identified	Site Manager and SENDCo	On-going	-Fire drills
	Identify target groups with low attendance	-Track low attendance (below 90%) -Identify target groups of children -Explore options to improve attendance -Family Support Worker, Principal and SENDCo to work with individual children/families where attendance issues have been identified -Family Support Worker and SLT to work with Education Welfare Officer to identify needs and offer support -Use Attendance Heroes resources to promote the importance of good attendance	Principal, Office Manager, Family Support Worker, SENDCo	On-going	-Monthly tracking of attendance. -Improved attendance for target group
	Training for awareness and understanding of SEND needs.	-A program for Staff CPD developed, which takes into account a range of SEND needs. -Improved staff awareness of Neurodivergence. -Continue to develop break out spaces for children with Neurodivergence or other needs.	SENDCo	Summer 2025	-Staff feedback -Pupil feedback -Parent feedback
	Improve the provision of ICT equipment for pupils with SEND.	-An audit of current use of ICT to support SEND pupils. -Increased access of ICT for pupils with SEND -Increased progress through appropriate use of ICT to support learning.	ICT Lead and SENCo, IT Technicians	Summer 2026	-Feedback from staff during staff meetings/Pupil Progress reviews. -Data and work scrutiny

Improving the physical environment of the school	Physical aspect of the buildings/classrooms for the year group they are housing	-Monthly Health and Safety inspections. -Annually, during the Summer, the classrooms are inspected with the incoming year group in mind and adaptations are made where necessary.	Principal, Site manager, Office Manager	Ongoing-half termly and annually	-Learning environment walk -Health and safety Audit
Improving the delivery of Written Information	Lunch choices for children.	-Lunch choices published, in advance, for parents to help their children select meals.	Office Manager/Senior cook	On-going	-Parent feedback -Child feedback -Lunch staff feedback
	To continue to monitor that appropriate resources are used in lessons for pupils, e.g. coloured paper/books for children showing dyslexic tendencies, enlarged texts.	-Increased confidence and attainment in reading and writing.	SENDCo	On-going	-Learning environment walks -Book scrutiny -Data analysis
	Relationships continued to be built with parents who have difficulties with accessing written information.	-Parents increased confidence with asking for school letters to be read to them.	All staff	On-going	-Parent feedback and engagement with school

Policy Name	**Accessibility Plan**
Changes Made	**Updated**
Date Made	**October 2024**
Made By	**C Poynton**
Principal	**C Poynton**

LANDAU FORTE CHARITABLE TRUST